

Vol.14, No. 14 Juli-Desember 2018

VISION: Journal of Language, Literature & Education

Program Studi Pendidikan Bahasa Inggris – UIN Sumatera Utara Medan

ISSN: 2086-4213

THE ROLE OF MOTHER LANGUAGE ON INDONESIAN ENLIGHTENMENT

Rina Devianty, S.S., M.Pd.

Lecturer at State Islamic University of North Sumatra Medan

E-mail: rinadevianty@uinsu.ac.id

Abstrak

Bahasa ibu memiliki peran yang sangat penting dalam penguasaan bahasa Indonesia. Bahasa ibu merupakan bahasa pertama yang dikuasai oleh seorang anak pada tahun pertama kehidupannya. Pada saat itu, keterampilan berbahasa khususnya berbicara, menjadi sarana yang paling tepat untuk perkembangan bahasa Indonesia pada anak prasekolah. Komunikasi yang intensif antara anak dengan orang-orang yang ada di sekelilingnya sangat berpengaruh terhadap kemampuannya dalam belajar berbahasa. Bahasa ibu yang digunakan setiap saat sering kali terbawa ke situasi formal atau resmi yang seharusnya menggunakan bahasa Indonesia yang baik dan benar.

Kata kunci: bahasa ibu, bahasa Indonesia.

Abstract

Mother tongue has a very important role in the mastery of Indonesian language. Mother tongue is the first language controlled by a child in the first year of life. At that time, speaking skill especially spoke, became the most appropriate means for the development of Indonesian language in preschoolers. Intensive communication between the child and the people around him greatly affects his ability to learn language. Mother tongues used at all times are often carried over to formal or official situations that should use good and proper Indonesian.

Keywords: mother tongue, Indonesian

A. Introduction

Language is a communication tool in the form of a symbol system of sound produced by human speech utensil. The language consists of words or a set of words. Each word has a meaning, an abstract relationship between words as a symbol with objects or concepts represented by a collection of words or vocabulary. By linguists, arranged alphabetically or in alphabetical order with an explanation of the meaning then recorded into a dictionary.

Here are some sense of language according to some experts. According to Kridalaksana (1985: 12), language is a meaningful sound system used for communication by human groups.

In the Great Indonesian Dictionary or KBBI (2004: 88), language is an arbitrary sound system used by members of a society to cooperate, interact, and identify. In Linguistic Dictionary (2001: 21), language is an arbitrary system of symbolic sounds used by members of a society for cooperation, interaction and self-identification. According Keraf (1991: 2), language is the communication between community members, a symbol of speech sound generated by human speech. From some opinions of experts, it can be concluded that language is a means to communicate and interact among community members to convey thoughts and feelings as social beings.

In the process of development, all normal children get at least one natural language. In other words, any child who is normal or of natural growth, acquires a first language or mother tongue in the first years of his life in this world. The mother language is the language the child first acquires when speaking. The mother tongue for everyone can be different, even in one family. In Big Indonesian Dictionary (2004: 54), it is stated that the mother tongue is the first language controlled by human from birth through interaction with fellow members of the language community, such as family and community members of his family.

According to Tarigan (1988: 31), mother tongue is identical with the ancestral language. That is, in a household can occur more than one mother tongue. For example, the husband of the Batak ethnic and wife of the Sundanese. So, in that

family there are two mother tongues, that is Batak language and Sundanese language. Therefore, the mother tongue is the regional language of an ethnicity.

The first language is the language used by children since childhood. the first language is not necessarily ethnic / ethnic language. The first language that humans learn to speak is their mother tongue or regional languages. Thus, it can be concluded that the mother tongue or first language is the language first acquired or studied by humans when speaking. It can be regional languages, national languages, or international languages.

The acquisition of a child's first language is usually a regional language because it is the first language it acquires. The acquisition of the first language occurs when a child who was originally non-existent then acquired the language. Regional language or mother tongue is the first language that children know as the language of instruction in the family. Mother tongues used at all times are often carried over to formal or official situations that should use good and proper Indonesian. For children, parents are identification figures.

Therefore, it is not surprising that they imitate the things that the parents do. The child will instantly imitate whatever he or she captures in his family and the environment as a new material of his knowledge, regardless of what he obtains is good or bad. Therefore, it is appropriate that parents should also be wise in teaching the language to their children so that the child can use both mother tongue and Indonesian language properly and correctly. Mother language has an important role in the development of Indonesian language because children first know and use the mother tongue in communicating before knowing the Indonesian language.

B. Language Characteristics

According to Jalongo, (2007: 43), language should have four characteristics as a language, namely:

1. Symbolism, meaning that language is a system of sounds, words, movements and symbols of the graph that show the meaning, objects and concepts

2. Transfer, meaning the ability to connect not only to objects, events and situations in the present but also in the past and the future. Each language also has a system that compiles words, meanings and formations in every word.

3. Reconstruction / redevelopment, meaning the ability to compose and combine symbols, words, and ideas in very limited ways

4. Able to continue, meaning that the language that has been studied will be maintained even if there is no reinforcement. So even if we are stranded in a desert area without having a chance to speak, we will not forget the language we are in.

According to Kinneavy in Chaer (2003: 33), language has five basic functions, namely

1. The function of expression, ie language serves to give birth to the inner expressions that a speaker wants to convey to others. Glad, hateful, sad, amazed, and other statements can be expressed through language.

2. Function information, ie the language serves to convey a message or amanay to others.

3. Exploration function, namely the use of language to explain a matter, case, and circumstances.

4. The function of persuasion, that is the use of language that is affect or invite others to do something well.

5. Entertainment function, which is the use of language with the intent of entertaining, fun, or satisfying inner feelings.

The development of spoken language is natural. Usually children learn the language by listening and trying to use it. Learning to speak, like learning to walk, takes time and practice in its development. For that the baby needs experience with the adults around them to provide face-to-face interaction with them and to help the formation of spoken language and laying the foundations for learning the script. (Newman, Copple and Bredekamp in Jakman, 2009: 32). However, the most important role in natural language acquisition of parents, especially mothers. The mastery of a

language by a child begins with the acquisition of the first language and this first language which is often called the mother tongue (B1).

C. Language Development in Preschoolers

1. Stages of acquisition of the mother tongue

Language acquisition or language acquisition is a process that takes place in a child's brain when he or she gets his first language or his mother tongue. Need to know is a child does not suddenly have a B1 grammar in his brain and complete with all his rules. B1 is obtained in several stages and each of the following phases is closer to the grammar of the adult language. According to experts, these stages are at least a feature of the universality in various languages of the world.

a. Sound vocalizations

At about 6 weeks of age, the baby starts to produce sounds in the form of screams, whining, and cracking. Sounds issued by babies are similar to consonant sounds or vowels. However, these sounds can not be ascertained because they have not been heard clearly, so some experts call them pranaasa / dekur / vokalisasi language / cooing sound.

After the vocalization stage, the baby starts babbling (babbling). Babble is a speech that has a single syllable like mu and da. The age of the babbling baby can not be determined with certainty. According to Mar'at (2005: 43), the babble babble stage occurs at the age between 5 and 6 months.

Dardjowidjojo (2005: 244) states that the babble phase occurs around the age of 6 months. Not only that. there are also some experts mention that babbling occurs at the age of 8 to 10 months. Such disagreements can be. Keep in mind that the ability of the child to chatter depends on the development of a child's neurology.

b. Stage word or holofrasis

This stage takes place when the child is between 12 and 18 months old. Speeches containing single words are spoken to refer to objects found daily. At this stage also a child begins to use a series of repetitive sounds for the same meaning. at

this age also, the child already understands that the sound of words related to meaning and began to say the first words. That is why this phase is called a one-word phrase or phrase which means that a word the child utters is a complete concept, such as "mam" (I ask for food), "ma" (I want mama here).

In the opinion of some child language researchers, the words in this phase have three functions, they are related to the child's own behavior or a desire for a behavior, to express a feeling, to name a thing. In its form, the spoken words consist of easily pronounced consonants such as m, p, s, k and vowels such as a, i, u, e.

c. Stage two words, one phrase

This stage takes place when the child is 18-20 months old. Two-word utterances start to appear like mama mam and papa come along. If at the holofrastic stage the utterance uttered by the child may not necessarily be determined meaning, in this two-word phrase, the child's speech must be interpreted according to the context. At this stage also the child has started thinking "subject + predicate" even though relationships such as inflection, pronouns and plural can not be used. In the child's mind, the subject + predicate may consist of nouns + nouns, such as "ade toys" which means "ade playing with toys" or adjectives + nouns, such as "dirty clothes" which means "clothes are dirty" etc.

d. Telegraphic remarks

At the age of 2 and 3 years, children begin to produce multiple-word utterances (also called telegraphic speech). The child has also been able to form sentences and sort the forms correctly. Children's vocabulary grows rapidly to hundreds of words and the pronunciation of words is increasingly similar to the language of adults.

2. Child Language Development Process

a. Phonology

The child uses the sounds he has learned with unlearned sounds, eg replacing learned / l / already learned sounds with unreviewed / r / sound. At the end of the

chattering period, the child is able to control the intonation, tone modulation, and contour of the language he or she studies.

b. Morphology

At the age of 3 years the child has formed several morphemes that show the grammatical functions of nouns and verbs used. Grammatical errors often occur at this stage because the child is still trying to say what he wants to say. The child continues to improve the language until the age of ten.

c. Syntax

Children develop the grammatical level of sentences produced through several stages, namely through imitation, through morpheme classification, and by compilation by placing words together to form a sentence.

d. Semantics

The child uses certain words based on similarity of motion, size, and shape. For example, the child already knows the meaning of the word clock. Initially the child refers only to his parents' watch, but then he uses the word for all kinds of hours.

According to the German scientists Clara and William Stern in Zulkifli (1938: 47), language development is divided into four periods:

1. One word sentence: 1 year up to one year 6 months

At this time, children tend to say repetition. Example: ma-ma, mi-mi (meaning I want to drink). In this case, children tend to be driven by a strong desire to learn to speak. He wanted to reveal what he had in mind and what he wanted. This period is often referred to as the "one-word phrase" because the children only express a word to express their desires.

2. The period of naming: 1.5 to 2 years

At this time, the child is critical about what he does not know. He will ask about things or things he does not know. The child will also name the new things he knows.

3. Single sentence period: 2 years to 2.5 years

In this period, the language and sentence of the child, the better and more sempurna. The child has used a single sentence. Now he started using the prefix and the suffix that distinguishes his language color.

4. Compound sentence period: 2.6 years and so on

At this time, the child can express his opinion by using compound sentences. Children often ask why something can happen and why. In this case, he does not really want the clarity of a thing or event that is unfamiliar to him.

Based on the exposure of language development above, we can know what and how language development in children. Adults should be willing to understand and listen to what the child is saying. Children still need guidance for language development. The more they age, the more their language develops. However, all that can not be separated from the influence of parents and the people around him.

According to Yusuf (2006: 46), there are two types of language development of children, namely:

- a) Egnocentric Speech, the child speaks to himself (monologue). This type serves to develop the thinking ability of children who are generally done by children aged 2 to 3 years.
- b) Socialized Speech, which occurs when contact between a child with a friend or the environment occurs. These developments are divided into five forms: (a) adapted information, here is the exchange of ideas or the existence of common goals sought, (b) criticism, concerning the child's judgment of speech or behavior of others, (c) command, requests and threats, (d) questions, and (e) answers. This second type leads to the development of social adjustment abilities.

D. Language Acquisition Process in Children

The process of the child when beginning to recognize the communication with his environment is verbally called the acquisition of the language of the child. The first language acquisition or B1 in the child occurs when a child who is from the

beginning without a language has now acquired a single language. In child language acquisition, the child is more directed toward the communication function than the language form. The acquisition of the language of children can be said to have a feature of continuity, possessing a series of unity, moving from the utterance of a simple word to a more complicated word combination.

There are two notions of language acquisition. First, the acquisition of language has a sudden or abrupt beginning. Second, language acquisition has a gradual beginning that arises from preliminary motor, social, and cognitive achievements. The acquisition of a first language or B1 is closely related to cognitive development, ie, first if the child can produce speeches based on neatly organized grammar, does not automatically imply that the child has mastered the language in question. Second, the speaker must acquire the cognitive categories underlying the expressive meanings of natural languages, such as word, space, modalities, causality, and so on. Cognitive requirements for language acquisition are more likely to be attributed to the acquisition of a second language or PB 2 than in the acquisition of a first language PB1.

1. Time and Progression of First Language Acquisition

The developmental period of child language acquisition can be divided into three important parts, namely, (a) preschool development (b) development of combinatorial speech, and (c) school development. The development of the first language acquisition of the child during preschool can be subdivided over pre - linguistic developments, one-word stages and preliminary combinations of speech.

Pre - linguistic developments are characterized by the exchange of turns between parents, especially mothers) with children. During the pre - linguistic development of the child develops his self-concept. He tries to distinguish himself from the subject, himself with others, and the relationship with objects and actions at the one-word stage of the child constantly strives to collect the names of objects and people he encounters. The first words he receives this stage are usually words that

express deeds, words of socialization, the word that states the place, and the word that states the description.

The development of the child's first language is more easily marked than the length of his speech. The length of a child's speech is a better indicator or direction of language development than the order of his age. The average number of morphemes per speech can be used as a measure of its length. There are five stages of acquisition of the first language. Each stage is limited by the average length of speech. For each stage there is an Upper Leap (LA).

Although the development of each child's language is very unique, but there is a common equation in children, there is a correspondence with each other all-encompassing existence, nonexistence, recurrence, object attributes and object associations with people. In phase two, there are three expressive means used by children, which can make their sentences longer, that is, the inclusion of grammatical morphemes inclusively in the child's speech, understanding or connection together with the two relations, and extension of terms in a relationship.

The development of the acquisition of children's sounds moves from making sounds toward making sense. The period of making a distinction between two sounds can be recognized during the first year of (1) the period of vocalization and (2) the period of dusting. Children typically make important perceptual sound distinctions during this period, such as distinguishing between human and non - initial sounds between angry expression and friendly, between children's voices and adults, and between diverse intonations. Children recognize meanings based on perception themselves to the sounds of the words he hears. Children exchange or change their own speech from time to time to adult speech, and when children start producing certain sound segments, it becomes their treasury.

The development of speech combinatory of children can be divided into four parts, namely:

- a. negative development / denial
- b. interrogative developments / questions

- c. the development of concatenation of sentences
- d. the development of sound systems.

There are three main types of interrogative structures to state requirements:

- a. questions that require a yes or no answer
- b. questions that demand information
- c. questions that demand the answer of one of the opposite (polar).

Merging several propositions into a single sentence requires a span of time over several years in the language development of children. In general, ways of combining sentences show motion through four dimensions: the combination of two equivalent clauses to a combination of two unequal clauses, uninterrupted primary clauses leading to the use of interrupted clauses, inserting a subordinate clause in the main clause, clauses containing fixed events to varying clause arrangements, and from the use of small syntactic semantic devices to more extended devices.

In school development, a child's orientation may vary. Some children are more impulsive than others, more reflexive and cautious, tend to be more clear and real in expression, prefer to learn by play, while others are more pragmatic in the use of language. At this time every child's language will reflect his own personality. Kindergarten students have a sense of language, its parts, its relationships, how it works so that they are able to recognize and appreciate the language used in an amazing and unusual way. During school, children develop and use language in a unique and universal way. At that time the child marks or gives him the characteristic of the person in the society. The development of language in school can be clearly distinguished in three areas, namely language structure, language use, and metalinguistic awareness.

2. Language Acquisition and Language Learning

Language acquisition is different from language learning. Adults have two different, independent and independent ways of developing competence in a second language. First, the acquisition of language is a process that coincides with the way children do. Develop skills in their first language. Language acquisition is a

subconscious process. Language acquires are not always aware of the fact that they use language to communicate. Second, to develop competence in a second language can be done by learning the language. Children acquire language, while adults can only learn it. However, there is a learning acquisition hypothesis that demands that adults also acquire language, the ability to pick up language languages is not lost during puberty. Adults can also take advantage of the same natural language acquisition tools that children use. Obtaining is a very powerful process in adults.

Acquisition and learning can be distinguished in five ways, namely acquisition:

1. has characteristics similar to the acquisition of a first language, a native-speaking child, while learning a language is a formal knowledge,
2. subconsciously, while conscious and deliberate learning.
3. the second language is like picking up a second language, while learning knows the second language,
4. Gain implicit knowledge, while learning gets explicit knowledge,
5. acquisition does not help the child's ability, while learning is helpful.

Language behavior is something that is derived. Essentially, the pattern of language development in various languages and cultures. The environment has only a small role in language acquisition. The child is equipped with what is called a language acquisition tool (LAD). The view of language acquisition is a view of the behaviorists represented by B.F. Skinner and regard language as a complex among other behaviors. The ability to speak and understand language is obtained through environmental stimulation. The child is only a passive recipient of environmental stress. The child has no active role in his verbal behavior. Language development is determined by the duration of practice offered by the environment. The child can master his language through imitation. Learning the language experienced by the child through the principle of the response stimulus response.

The development of a child's language is an arbitrary progression to perfection. The cognitive view is represented by Jean Piaget and argues that language

is not a separate natural feature but one of several abilities derived from cognitive maturation. The environment does not have much effect on the child's intellectual development. What matters is the interaction of children with their environment.

The second language acquisition method can be divided into two ways, namely the acquisition of a second language in a guided manner and the second natural language acquisition. The acquisition of a second language taught to the learner by presenting the material already understood. Material depends on the criteria specified by the teacher. The strategies employed by a teacher are in accordance with what is considered the most appropriate for their students.

The second natural language acquisition is the acquisition of a second / foreign language that occurs in everyday communication, free from teaching or leadership, teachers. There is no uniformity of ways. Each individual acquires a second language in his own way. Interaction requires language communication and encourages language acquisition. Two important features of the acquisition of a second language naturally or spontaneously interact are in daily communication, and are free from systematic deliberate leadership.

Language acquisition coincides with the process used by children in the acquisition of a first language and the acquisition of a second language. Language acquisition requires meaningful interaction in the target language which is the vessel of speakers noticing not the form of their utterances but the messages they convey and they understand. Improving the errors and teaching of explicit rules is irrelevant to language acquisition, but teachers and native speakers can alter and limit their sayings to gainers in order to help them understand it.

E. The Role of Mother Language on Indonesian Language Mastery

Indonesian is used by the Indonesian people as the official language and language for everyday life. On the Day of the Youth Pledge dated October 28, 1928, inaugurated the national language, the Indonesian language as one of the unifying tool of the nation that raises a new spirit for the people of Indonesia to seize the

country from the hands of colonialists to become a free country. Indonesian, all levels of society are able to inflame the spirit for the Indonesian nation to become independent and make Indonesian as the language of unity.

In its use, the public is more likely to use the Indonesian language that has been affiliated with the local language, both in the pronunciation and the meaning of the language. The habit of using this local language will affect the use of Indonesian language which is the official language of the Indonesian state because in reality people have not yet know deeply about the standard and correct Indonesian language.

Indonesian has position as the national language and official language in Indonesia. In relation to its position as a national language, Indonesian has four functions. The four functions are, that is

1. The symbol of national identity,
2. The symbol of national pride,
3. A unifying tool of various societies with different socio-cultural and linguistic backgrounds, and
4. Intercultural and regional communication tools.

Regarding its status as a country language, Indonesian has functions as:

1. The official state language,
2. Official language of instruction in educational institutions,
3. Official language in national-level communication for the purposes of planning and implementation of development and government, and
4. Official language in the development of culture and the utilization of science and technology.

In the Indonesian context, the mother tongue is identical with the regional language. Indonesians (especially those living in rural areas, even large cities located in certain ethnic areas) are bilingual. Generally they master the two languages, the language they use in social life between the speakers of the local language and the Indonesian language as a language of social and official activities between citizens regardless of the origin of ethnicity. However, the reality that we understand in

Indonesia, the mother tongue is always associated with the local language spoken by a certain group (ethnic) who own it.

Between Indonesian and local languages have a very close relationship, cannot be denied the existence of Indonesian language that appears along with the development of the local language itself because the local language and Indonesian language complement each other, especially in terms of communicating between communities. With the existence of these two languages give birth to the bilingual in the country of Indonesia.

At the Regional Language Development Seminar of 1976 formulated the purpose of fostering and development of regional languages as follows:

- a. In the field of language structure, the goal is the development of regional languages whose structure is maintained and in accordance with the needs of the present
- b. In the field of the user, the purpose of coaching is so that kedwibahasaan is (stable), that the user is mastered both languages are balanced, and not become a sole mercenary. The number of users should keep growing and not otherwise shrink
- c. In the field of usage, coaching aims to local language is used in full accordance with its function, in balance with the Indonesian language as set in the National Language Policy. (Rusyana, 1984: 57).

Thus, between Indonesian and regional languages there has been an active and influencing social and cultural contact. Cultural diversity and local languages have a role and influence on the language that will be obtained by someone in the next stage, especially formal or official language that is Indonesian language.

However, it cannot be denied that cultural diversity and regional languages are uniquely Indonesian and are a wealth to be preserved. With this diversity will characterize Indonesia as a country rich in culture. Different languages in each region signify the identity and characteristics of each region. People who migrate to Jakarta may prefer to communicate using the local language when meeting with people who are ethnic with him on the grounds to increase the intimacy between them. Often people also try to learn the language that he did not master, although a little, in order

to happen a more intimate atmosphere. Some words from regional languages are also absorbed into standard Indonesian, such as sophisticated, durable (Java) and thou, nan (Minangkabau), beta (Ambon), and others.

Regional languages have a positive and negative impact on the Indonesian language. As for the positive impact of regional languages on Indonesian language, that is Indonesian language has many vocabulary, as the cultural richness of the nation of Indonesia, as the identity and characteristic of a tribe and region, causing intimacy in communicating, as a unifying tool between cultures and nations.

The negative impacts of regional languages are in Indonesian language, that is, local languages that one is difficult to understand by other regions, people become less familiar with using standard Indonesian language because they are accustomed to using local languages, and local languages can cause misunderstandings.

In the Seminar on Politics of the Language of 2000, it has been determined that the function of regional language (mother) is as follows: (a) the symbol of regional pride, (b) the symbol of regional identity, (c) communications equipment within the family and local community, (d) and Indonesian, (e) supporters of Indonesian literature and literature. In addition, in relation to the Indonesian language, regional languages function as: (a) support of national languages, (b) introductory language in primary schools in certain areas at the beginning level to facilitate the teaching of Indonesian and other subjects, and (c) the source of language to enrich the Indonesian language, and (d) under certain circumstances may serve as a complementary Indonesian language in the administration of local government (Alwi and Dendy Soegono 2000: 29).

The formulation of local language functions in relation to the Indonesian language implies that in teaching and learning activities (KBM) is not allowed using local languages, except in certain areas due to certain factors, such as the area has not reached the means of communication, such as radio and television so that most speakers only know the local language. Such a policy will at least lead to two possibilities: First, psychologically will shape learners' perceptions that the language

and culture they possess that are recorded in their mother tongue is considered to be unimportant; and secondly, it will indirectly shape negative regional speakers' thinking patterns toward their mother tongue and will also reduce their pride in language and culture.

Language serves as a means of communication that is arbitrary, meaning a form of communication between one individual with another individual. There are so many interesting, unique, and even strange phenomena in the world around us, both in oral and written form. Though they know most of these languages violate the rules in the language.

In the process, mother tongue has a very important role which makes the reason that the mother tongue needs to be maintained and considered to develop the language skills aspect in early childhood. The following are reasons why the mother tongue plays an important role in child language development:

1. Mother language is a medium of expression and communication
2. Mother language is the best medium for expressing one's ideas or feelings. That way, the mother tongue is the most powerful and effective tool for communication and exchange of ideas.
3. The mother tongue becomes the basis for the establishment of the social order

Through language, especially mother tongue, individuals form social organizations. Language determines the social and cultural identity of its speakers, so that the same language users will easily identify themselves as a social community and attached to that communal identity. In addition, discuss the way individuals and communities think-not the other way around. The commonality of language presents a common way of thinking about the fundamentals.

4. Mother language easy to learn

Of all the languages in the world, the mother tongue is the easiest to learn. A person can be fully fluent in the mother's language.

5. Mother tongue is the best medium to gain knowledge.

Thinking is a central instrument in the acquisition of knowledge and process of thinking process impossible without language. It is argued that teaching in the mother tongue, the language used by children to think and dream, becomes the first essential step and the best instrument of culture. Thus, obtaining a firm foundation in the mother tongue is paramount in the overall process of child education.

6. Mother language makes the development of child's intellectuality can be done.

The intellectual development of a child is impossible without language. Reading, expressing one, acquiring knowledge, and making opinions are important instruments of intellectual development; all that can only be done through the mother tongue of the child.

7. The mother tongue is an instrument of creative self-expression

We may be able to communicate using any language, but creative self-expression can only be done using the mother tongue. This statement is reinforced and reinforced by the fact that all great writers produce great literary works in their native tongue.

8. Mother tongue is an instrument of emotional development

The mother tongue is the most important instrument for developing children's emotions. The emotional effect of literary works is one of the most important things in the development and improvement of emotions.

9. The mother tongue is an instrument of child development as a disciple

Teaching the mother tongue is very important because it determines the quality of child development as a student. The development of their intellectual life, knowledge, the ability to express themselves, creativity, and all productive abilities are rooted in the mother tongue.

10. The mother tongue is the source of original ideas

Original ideas are a mother tongue product. Considering aspects of the facilities of thought and expression, new and original ideas can only be established and formed when we use the mother tongue.

From these reasons, it can be concluded that the first language tau mother tongue (B1) has several roles, namely:

1. Mother language as an initial process obtained by a child in recognizing sounds and symbols and literacy.
2. Mother language is a medium of expression and communication and emotional development of children
3. The first tool for children to think, solve problems, and discuss ideas.
4. Mother language as the language of instruction in the family.
5. Mother tongue has a role as a tool of social interaction in culture and family value.
6. The mother tongue as a good medium gains knowledge
7. Language serves as a means of identification of self and container and the formation of culture.
8. Mother tongue is the first language that will bring someone to recognize the language or learn other languages and literacy. The proficiency in the first language becomes a prerequisite of proficiency in a second language.

The diversity of language related to regional languages certainly influences the Indonesian language in its use. Local language habits are inserted into the Indonesian language seems to be part of the Indonesian language itself, but not at all. The dialect or pronunciation of the regional languages and the variety of languages in their order as spoken language has an impact on correct and correct Indonesian pronunciation although in terms of meaning is still acceptable.

According to Chaer (1994: 63), the variety and variety of languages creates problems depending on how we use the language in society. The dialect of local languages would be better if minimized so as not to cause problems or misinterpretation of language because there are regional languages that have the same pronunciation or pronunciation but have different meanings. For example the word not in the Java language meaning 'vegetable' while in the Indonesian language means 'not allowed'.

It should be the pronunciation and use of local languages in Indonesian language at formal or formal forums should be reduced. Cultural diversity and regional languages have a role and influence on the language to be used. For example, a child whose parents are from the Batak area with Batak people and always use the Batak language as a means of daily communication, then the child will have a regional accent visibility in the use of Indonesian language. Mother tongue language obtained in the family and the environment is very supportive of the second language learning process, namely the Indonesian language.

F. CLOSING

Parents and the environment have a big contribution to the acquisition of language that children will learn in formal institutions. What is meant by the environment in this case is friends, relatives, and the closest are both parents, the father and mother. This indicates that the language used by both parents as the first person close to the child's self when receiving the first language greatly affects the child in the Indonesian language acquisition stage.

The acquisition of the first language (B1) certainly affects the child to get a second language (B2), such as a good and correct Indonesian. Beginning of the acquisition of the language began from childhood when mastering the first language. In general, the first language (B1) is a regional language while the second language (B2) is Indonesian.

Various languages in Indonesia generally become the first language of a person. The Indonesian nation has certain cultural, tribal and cultural backgrounds in the community. This tends to affect a person's language, for example the use of dialects of regional languages in Indonesia that are varied. Not to mention the existence of a similar meaning or interpretation in one area with other regions.

The nature of language is always evolving every time in communication so there is still a lot of uniqueness in the language that is present around us and sometimes it feels interesting. However, if it violates the rule, we need to study it and justify it as a human being who cares for the regularity of the language, especially in

the Indonesian language which is used as the unifying language of the tribes and the very plural regions in Indonesia. Therefore, let us speak well and correctly, especially in the Indonesian language.

Using the Indonesian language is good and correct not only seen from the accuracy in choosing words, but when pronounce the word must be in accordance with the standard Indonesian pronunciation. The standard Indonesian pronunciation is a pronunciation that does not indicate where the person comes from. If early on, children are taught using the language (mother tongue and Indonesian language) properly and correctly, of course the ability of language when using a variety of languages will be more skilled. So, children should be often trained in language skills, both mother tongue and Indonesian language. Mother language has an important role in the development of Indonesian language because children first know and use the mother tongue in communicating.

Bibliography

- Aisyah, S, dkk. 2007. *Perkembangan dan Konsep Dasar Pengembangan Anak Usia Dini*. Jakarta: Universitas Terbuka.
- Alwi, Hasan dan Dendy Soegono (ed). 2000. *Politik Bahasa*. Jakarta: Departemen Pendidikan Nasional
- Alwi, Hasan dan Dendy Soegono (ed). 2000. *Politik Bahasa*. Jakarta: Departemen Pendidikan Nasional
- Brewer, J. A.. 2007. *Introduction to Early Childhood Education: Preschool Through Primary Grades*. USA: Pearson.
- Chaer, Abdul. 1994. *Linguistik Umum*. Jakarta: Rineka Cipta.
- _____. 2003. *Psikolinguistik*. Jakarta: Rineka Cipta.
- Dardjowidjojo, Soenjono. 2005. *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*. Jakarta: Yayasan Obor.

Field, John. 2003. *Psycholinguistics: A Resource Book for Students*. New York: Routledge.

Gunarasa, Singgih D. 2004. *Dari Anak sampai Usia Lanjut, Bunga Rampai Psikologi Perkembangan*. Jakarta: Gunung Mulia.

<http://www.wariwiri.net/alasan-alasan-yang-membuat-bahasa-ibu-sangat-penting>

Jackman, H.L. 2009. *Early Education Curriculum: A Child's Connection to the World*. USA: Delmar Cengage Learning.

Jalongo, M. R. 2007. *Early Childhood Language Arts*. USA: Pearson Education, Inc.

Jamaris, M. 2010. *Orientasi Baru Dalam Psikologi Pendidikan*. Jakarta : Yayasan Penamas Murni.

Kartono, Kartini. 1990. *Psikologi Anak (Psikologi Perkembangan)*. Bandung: Mandar Maju

Keraf, Gorys. 1991. *Diksi dan Gaya Bahasa*. Ende-Flores: Nusa Indah.

Kridalaksana, Harimurti. 1985. *Kelas Kata dalam Bahasa Indonesia*. Jakarta: Gramedia Pustaka Utama.

_____. 2001. *Kamus Linguistik*. Jakarta: Gramedia Pustaka Utama.

Mar'at, Samsunuwiyati. 2005. *Psikolinguistik Suatu Pengantar*. Bandung: Refika Aditama. 2

Suyadi. 2010. *Psikologi Belajar PAUD*. Yogyakarta: Pedagogia.

Tarigan, Henry Guntur. 1988. *Pengajaran Pemerolehan Bahasa*. Bandung: Angkasa.

Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa. 2004. *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.

Rusyana, Yus. 1984. *Bahasa dan Sastra dalam Gamitan Pendidikan*. Bandung: Diponogoro.

Yusuf, Syamsu. 2006. *Psikologi Perkembangan Anak dan Remaja*. Bandung: Remadja Rosdakarya

Zulkifli L. 1938. *Psikologi Perkembangan*. Bandung: Remadja Karya